

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2008

CO 515 Forgiveness in the Counseling Process

Virginia Todd Holeman

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Holeman, Virginia Todd, "CO 515 Forgiveness in the Counseling Process" (2008). *Syllabi*. Book 2285.
<http://place.asburyseminary.edu/syllabi/2285>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

Draft: 04 December 2007, with Moodle

CO515: Forgiveness in the Counseling Process
January 15-19, 2008
Tuesday through Friday, 8:00am – 5:00pm; Saturday 8:00- Noon

Instructor: Virginia Todd Holeman, Ph.D.
E: Toddy_Holeman@asburyseminary.edu
Class Enrollment: 30

Credit: 3 hours
Wilmore, KY Office: 859-858-2212
Office hours: tba

Course Description:

This course explores the theological, psychological, and clinical components of forgiveness and reconciliation. Interpersonal and intrapersonal elements of forgiveness receive particular emphasis. Procedures for implementing forgiveness in pastoral and clinical counseling settings are reviewed.

Course Goals

At the completion of this course you will:

1. Practice forgiveness therapy using protocols developed by Enright and by Worthington.
2. Articulate your integration of forgiveness, repentance, and reconciliation from personal experience.
3. Explicate forgiving, repenting, and reconciling processes from theological perspectives.
4. Describe the psychological foundations of forgiving, repenting, and reconciling.
5. Apply counseling strategies to your own situations and to case studies.
6. Participate in class through discussions, activities, and devotionals.

This course falls within the counseling category of *The helping relationship, including counseling theory and practice*.

Throughout the course students will practice specific counseling techniques that are associated with forgiveness therapy. Specifically this course presents the forgiveness counseling protocols developed by Robert Enright, PhD and by Everett Worthington, PhD.

Required Course Texts for All Students:

Enright, R. D. (2001). *Forgiveness is a choice: A step-by-step process for resolving anger and restoring hope*. Washington, DC: American Psychological Association.

Holeman, V. T. (2004). *Reconcilable differences: Hope and healing for troubled marriages*. Downers Grove, IL: InterVarsity Press.

Jones, G. (1995). *Embodying forgiveness*. Grand Rapids, MI: Wm. B. Eerdmans.

Nouwen, H. J.M. (1992). *The return of the prodigal son*. New York: Image Books.

Worthington, E.L. (2003). *Forgiving and reconciling: Bridges to wholeness and hope*. Downers Grove, IL: InterVarsity Press.

Wright, N. T. (2006). *Evil and the justice of God*. Downers Grove, IL: InterVarsity Press.

Course Requirements:**1. Pre-Class Assignment** Due no later than 8:00 am, Jan. 15, 2008. -- **25%**

Given the intensive format for this course, it is imperative that students complete the required reading prior to the course. Students write an integrative paper using the Pre-Class Assignment Questions, which are attached to this syllabus. Students should send an electronic copy of this paper to the instructor through MOODLE by 8:00 am, January 15, 2008.

2. Research Paper Due no later than NOON, ET, Jan. 31, 2008 – **35%****Review the grading rubric for research papers carefully.**

The purpose of this paper is to allow you to explore a particular area of forgiveness in more depth. You may not use assigned class reading in this paper. You must also have a minimum of 10 scholarly references for a competent paper [see grading rubric]. This scholarly research paper can focus on any of the following areas: pastoral care and counseling; theology; biblical studies; ethics; multicultural dimension; racial reconciliation; forgiveness and criminal justice system. This website is a fast way to see what scholarly psychological articles have been more recently published on forgiveness:

<http://www.richmond.edu/~jburnet2/ForgivenessResearch.htm>

- Length – 3500 words (excluding references)
- Format – APA (required if you are MAC or MAPC) or MLA (for other degree plans)
- Type – 12 cpi, font, double spaced

3. Comprehensive Take Home Essay Exam Due no later than NOON, Jan. 24, 2008 – **40%**

This exam must be typed, double-spaced, with 1” margin using a 12cpi font.

Classroom “Community Life” Assignments

Devotionals. We will begin each session with a brief devotional. Noweun’s text is the basis for our meditations. On the first day of class students will sign up to lead our devotional time based on Nouwen’s text. Devotionals will run no longer than 10 minutes. I invite you to use all of the technological support that ATS has to offer to lead us into the Lord’s presence. [non-graded activity]

Snacks. Long classes go better with food. Students will sign up to bring snack food for either an AM or PM session. If you are traveling to the Orlando campus from a distance, consider what snack food will pack and travel well ☺.

Community Practices in Class

I use many different active learning strategies in this course – in other words this is not a lecture-based class. All classes require your preparation for a serious class discussion about the readings.

Draft: 04 December 2007, with Moodle

There is nothing neutral about forgiveness conversation. They tend to generate some intensity because we are talking about painful things. Several ground rules will help us become a conversational community of care:

- No one needs to “fix” any one else in class. Everyone needs to be “heard” and feel that they have been “understood.”
- We will protect one another’s stories by agreeing to keep class conversations confidential.
- We will respect one another’s wisdom to refrain from disclosing some personal information that is too sensitive or too painful for class-level discussion.

We will recognize that stuff about “forgiveness” isn’t necessarily set in stone. We will listen respectfully when others have a differing experience or understanding from our own.

Attendance Policy -- If you miss more than 9 hours of class time, you will not receive a passing grade.

Asbury Seminary defines grades using the following criteria:

- A= Exceptional work: outstanding or surpassing achievement of course objectives
- B= Good work: strong, significant achievement of course objectives
- C= Acceptable work: essential achievement of course objectives
- D= Marginal work: minimal or inadequate achievement of course objectives
- F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

| | | |
|------------|------------|------------------|
| 100-96 = A | 80-77 = C+ | 70-67 = D+ |
| 95-90 = A- | 76-74 = C | 66-64 = D |
| 89-87 = B+ | 73-71 = C- | 63-61 = D- |
| 86-84 = B | | 60 and below = F |
| 83-81 = B- | | |

Late Assignments and Papers

A paper or assignment that is late *without prior permission from the instructor* receives a grade but no written comments. Late papers are penalized with a 1/3 letter grade reduction for **each day** that the paper is late, except pre-class assignment papers, which will be penalized with a **full letter grade reduction** for each day that the paper is late.

Incomplete Policy

A grade of “I” denotes course work has not been completed due to an **unavoidable emergency**, which does **not** include failure to turn in course work or attending to church work or other employment. See the Asbury Seminary Catalog for further clarification.

Pre-Class Assignment Questions

Limit your paper length to no more than 12 pages, using double spacing, and a 12 point font such as Times New Roman [using 1" margins].

EMBODYING FORGIVENESS

- Briefly summarize Jones' critique of psychological forgiveness. How would you respond to Jones' critique of psychological forgiveness?
- Jones discusses ways in which violence threatens to rob forgiveness of its meaningfulness as a reality for daily living. Briefly summarize this. How do current world events highlight our need to think seriously about what it means to forgive?
- Briefly describe the theological base for forgiveness that Jones' outlines in Part II.
- Jones talks about the "crafting of forgiveness." How do you see this to be worked out in your own life and in the Church?

EVIL AND THE JUSTICE OF GOD

- Wright poses several "problems" for which forgiveness is the answer. Briefly describe the problems that Wright identifies as the context for his discussion of forgiving.
- Summarize "God's project" as presented by Wright in Chapters 2 & 3.

FORGIVENESS IS A CHOICE & FORGIVING AND RECONCILING & RECONCILABLE DIFFERENCES

- Compare and contrast the models of forgiveness presented in these books. Which model appeals most to you. Why?

What questions about repenting, forgiving, and reconciling are uppermost in your mind after you have read the texts for this class. List them in your pre-class assignment paper.

Draft: 04 December 2007, with Moodle

ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

Class communication is accomplished with the open-source Moodle platform, accessed using a web browser (Firefox is preferred). Log into <http://virtual.asburyseminary.edu> and you will see this course listed to the left. The following are functions with which you should familiarize yourself:

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
 - a) Course News and Announcements, where I will post items important for the entire class;
 - b) Syllabus, where a copy of the syllabus is provided;
 - c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
3. Resources, a section located on the left side, provides links to items you will want to use often in the semester.